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		Language Arts	

17. ABSTRACT (MAX. 250 WORDS)

It was held that a program for the academically talented child should begin as soon as he is identified, and that the child should have the opportunity to develop to his full potential. Some broad objectives were to develop within the child an understanding and appreciation for the contributions of contemporary and past achievements, to arouse in him a dynamic awareness of the social world in which he lives, to give him the opportunity to develop love of learning for its intrinsic rewards and to give him the opportunity to develop an appreciation and lasting interest in areas outside his own field of special interest.

The program focuses upon four major areas: pupil personnel, staff personnel, physical aspects and areas of study. Copies of clerical forms used are included. It was discovered that during 1962-63 the pupils were challenged with new and enriching methods to extend their abilities in the areas of language arts and communication, that parents were intimately involved in the program, and that community resources were utilized. A twenty-seven item summary of programs conducted during 1962-63 is presented. Efforts were made to observe the children objectively, and it was concluded that academic achievement, growth in work habits, and the development of various skills could definitely be noted. Justification for continuance of the program is outlined.

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U. S. Office of Education
Talent Development Project

INDIANA COUNTY

Program For Gifted Elementary School Children

October -- 1963

Alice E. Davis, Supervisor of Special Education,
Director

Max C. Harwick, Ass't. Superintendent of Schools,
Co-Director

Ronald M. Coulter,
Superintendent of Schools

Woodrow L. Phillippi,
Ass't. Supt. of Schools

William M. Bahn,
Psychologist

C O N T E N T S:

1. Participating School Administrative Units

2. Preliminary Sruvey Form

3. General Objectives of Indiana County Program for Elementary Gifted Children

4. Specific Aims for Indiana County Program for Elementary Gifted Children

5. An Overview of the Indiana County Program:

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   Staff Personnel
   Physical aspects of the Program
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   Health and Medical History
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   Teacher Observations
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7. Suggested letter to be sent to parents

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   Assistant Teacher

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11. A Summary of the Program: Specific

12. Pupil adjustment to the Program for Gifted Children

13. The Continuity of the Program for Gifted Students in Indiana County

14. Evaluation

15. Bibliography

Participating School Administrative Units

1. **Benjamin Franklin Joint School District**
   William G. McGary, Elementary Principal

2. **Blairsville Joint School District**
   John A. Henderson, Supervising Principal
   Ben D. Gahagan, Elementary Principal

3. **Elders Ridge Joint School District**
   Jack A. Steffenino, Supervising Principal

4. **Indiana Borough School District**
   Paul R. Getts, District Superintendent
   C. Waldo Johnston, Elementary Principal

5. **Keith Laboratory School**
   Dr. Samuel Hoenstine, Director of Keith School
   Robert Warren, Ass't. Director of Keith School

6. **Laura Lamar Joint School District**
   Dr. Jesse W. Cogley, Supervising Principal
   Stephen W. Duffalo, Elementary Principal

7. **Marion Center Joint School District**
   William A. McCreery, Supervising Principal
   George W. Hood, Elementary Principal

8. **Penns Manor Joint School District**
   Lisle W. Learn, Supervising Principal
   Mildred E. Hart, Elementary Principal

9. **Purchase Line Joint School District**
   John McElhoes, Supervising Principal
   Lawrence A. Smith, Elementary Principal

10. **Saltsburg Joint School District**
    John R. Coulson, Supervising Principal

11. **United Joint School District**
    Paul R. Runyan, Supervising Principal
    James N. Peters, Elementary Principal

NOTE: This preliminary survey was sent to chief administrators in each school district before any specific planning was initiated.

INDIANA COUNTY PUBLIC SCHOOLS
Blair Bldg. - 7 N. 6th Street
Indiana, Pennsylvania

Elementary Supervisors who are interested in enlarging existing programs for talented pupils are requested to return the following questionnaire to the Supervisor of Special Education on or before _____. Upon receiving these replies, results will be studied and further action will be taken.

I. Existing Program -

A. - Description

1. Do you have a specific program at present for talented pupils?

2. In what grades does this program exist?

3. BRIEFLY describe the program, telling how it differs from the programs intended for average pupils.

4. How much class time is allotted to this program?

5. Does the program cover any area other than academic subjects?

6. Does the program involve any out-of-school time for the pupils?

7. What provisions are made for the average and below-average pupils while the teacher is working with the talented pupils?

8. Are community resources called upon in any way? If so, how?

B. - Identification

1. What criteria was used in identifying the pupils?

2. How many pupils are involved in the program?

3. What percentage of your school population is this?

4. Approximately what percent at each grade level is included in such a program?

Grade 1_____	Grade 3_____	Grade 5_____
Grade 2_____	Grade 4_____	Grade 6_____

5. Do you keep in written form an up-to-date list by grades of your talented pupils?

6. Do you accelerate pupils who are exceptionally talented?

C. - Evaluation

1. What records are being kept of your program?

2. What do you think the strengths of your present program are?

3. What do you think the weaknesses of your present program are?

II. Future Programs -

A. - ARE YOU INTERESTED IN ENLARGING UPON YOUR PRESENT PROGRAM?

B. - Type of proposed program

1. With what grade level or levels would you be interested in starting?

2. In what areas of study are you interested? (Please check)

Academic (general)	Music	Language
Art	Social Studies	Math
Reading	Science	Other

3. Are you interested in a self-contained program, or a program involving several teachers and grades working together for a period or so weekly?

4. Are you interested in an out-of-school program where selected children would voluntarily go to a center where community resources and/or college help would be enlisted?

5. DO YOU HAVE ANY SUGGESTIONS FOR SPECIFIC PROGRAMS?

C. - Identification

1. Do you feel your present system of identification is adequate, or do you wish help in finer identification?

2. What method of identification do you favor? (i.e., teacher judgment, achievement tests, I.Q. tests, etc.)

D. - Evaluation

1. WOULD YOU BE WILLING TO SERVE ON A COMMITTEE FOR STUDYING AND EVALUATING PROGRAMS WITH THE EXPECTED OUTCOME BEING RECOMMENDATIONS FOR EXPERIMENTAL PROGRAMS?

GENERAL OBJECTIVES OF THE INDIANA COUNTY OPERATED PROGRAM FOR ACADEMICALLY TALENTED CHILDREN

A. To provide a program of enrichment that will cultivate the inherent potential of the academically talented pupil so as to:

   1. Better prepare him to make high-level contribution in his culture commensurate with his ability;

   2. Develop within him an understanding and appreciation for the contributions of contemporary and past achievements;

   3. Arouse in him a dynamic awareness to the social world in which he lives.

B. To give the talented pupil opportunity to develop:

   1. Desire for experimental and creative exploration especially in an area of strong personal interest;

   2. Knowledge, skill, understanding in the basic areas of human intellectual endeavor in such fields as English, reading, and social studies;

   3. To give the talented pupil opportunity to develop love of learning for its intrinsic rewards;

   4. Appreciation and lasting interest in areas outside his own field of special interest;

   5. A highly ethical philosophy of life through which he may evaluate his own endeavors as well as the society in which he functions.

SPECIFIC AIMS OF INDIANA COUNTY PROGRAM

FOR ACADEMICALLY TALENTED CHILDREN

1. To gather and study facts about a problem--distinguishing between fact, opinion and propaganda.

2. To think in terms of the whole and see parts in relationship to the whole.

3. To recognize a problem and define it clearly.

4. To learn to use sources of information effectively.

5. To weigh evidence, make inferences, and draw conclusions.

6. To check his own conclusions for accuracy, and to be able to modify ones thinking as evidence dictates.

7. To detect within himself and try to overcome such things as subjectivity, rationalization, projection, and prejudice, which inhibit effective thinking.

8. To do creative thinking, such as using the imagination and uniting the thinking of a group to form a new concept.

9. To check information with facts.

10. To accept responsibility in group undertakings.

11. To apply his knowledge of such subjects as history, to understanding of community, state, national, and world problems.

12. To develop the ability to detect and analyze propaganda in public affairs.

13. To realize that education is a powerful force in alleviating misunderstandings, tensions, and persecutions arising out of variations in peoples and their cultures.

INDIANA COUNTY PUBLIC SCHOOLS
Blair Bldg. - 7 N. 6th Street
Indiana, Pennsylvania

AN OVER-VIEW OF THE INDIANA COUNTY PROGRAM FOR GIFTED ELEMENTARY SCHOOL CHILDREN

We feel the prime function of education is to perpetuate a democratic way of life. Each child should have equal opportunity for developing his potential. We further feel the educational program should include fundamental learning and such specialized instruction that will challenge the abilities, interests and needs of each pupil. Since it is impossible to meet all these needs in a conventional classroom, other methods of instruction need to be investigated, studied and tried.

At present, individual jointures of Indiana County are conducting programs for talented pupils. It is our belief that such a program should begin as soon as the pupil has been identified. In Grades 1 through 4, it should be a program of informality with much enrichment with resource materials available. A differentiated program should begin in Grade 4, with resource materials covering even wider ranges of abilities and interests. Such programs are to be commended and recommended.

It is hardly feasible for districts to carry on programs for the highly talented child since the number of such children is so few; therefore, a program is being started on a county level, and thus grouping together the best talent of the entire county into one program being conducted on out-of-school time.

An outline of the program follows:

I. PUPIL PERSONNEL --

A. Method of selection:

1. Pre-screening -

a). Teacher-Supervisor selection, based on classroom performance.

b). Review of existing standardized intelligence and achievement tests, followed by individual testing where necessary and appropriate.

2. Fine screening -

a). A number of 5th and 6th grade pupils equal in number to about 4% of the 6th grade total enrollment in each administrative unit invited to take the final qualifying tests.

b). Prospective class members take qualifying test as a unit to determine rank and eligibility for the class.

c). Other determining factors:

1. Parental permission and support.
2. The candidate's emotional stability.

3. To remain in the program, the pupil must maintain a high scholastic average in his regular school work. Upon recommendation of the Staff Team, Elementary Principal or Supervisor, and the Supervising Principal, any any pupil may be removed from the program at any time.

4. It is suggested the program be limited to approximately 30 pupils, from fifth and sixth grades. Each administrative unit is represented in the program by at least one pupil, with the remaining number of pupils selected by rank in the final qualifying test or tests.

B. Transportation to and from the class is the responsibility of the parents of the children invited to participate.

II. STAFF PERSONNEL --

A. A staff team approach is recommended in order to draw from more and wider esperiences and teaching talents.

B. Desirable qualifications for staff members:

1. Have an appropriate teacher's certificate.

2. Exhibit high professional and ethical standards.

3. Have studied at graduate level in the area of education and/or psychology of gifted children.

4. Be recognized as a highly successful elementary classroom teacher.

5. Present a positive, wholesome, influencing personality.

6. Have a stimulating influence on the pupil.

7. Have a genuine interest in and knowledge of children.

8. Possess a wide scope of interests.

C. Applicants invited to present their qualifications for membership on the Staff Team to the Elementary Principals Association for study and screening.

D. Teaching Team selected by the Elementary Principals Association in cooperation with the County Office Staff. All selections subject to approval of the Supervising Principals Association.

II. PHYSICAL ASPECTS OF THE PROGRAM --

A. Selection of a site: a centrally located building having good library facilities.

B. Time of program: Saturday mornings for a three-hour session.

C. Length of program: 15 weeks per semester.

IV. AREA OF STUDY --

A. Language Arts with emphasis on communications and creative writing.

B. Method of approach up to the Staff, with emphasis on individualized instruction built around the interests, needs and abilities of the pupils with emphasis on research skills and techniques, as well as oral presentations.

Submitted by the Committee for Study of Gifted Children, a Committee appointed by the Elementary Principals Association of Indiana County.

Stephen W. Duffalo, Chairman

Mildred E. Hart

Alice H. Davis, Recorder

Approved by Elementary Principals
Association of Indiana County:

Lawrence A. Smith President

May 1, 1962 Date

INDIANA COUNTY PUBLIC SCHOOLS
Blair Bldg. - 7 N. 6th Street
Indiana, Pennsylvania

" TO BE COMPLETED BY
" SUPV. OF SP. ED.
"
" QUALIFYING RANK_____

Referral for Candidates for
PROGRAM FOR GIFTED ELEMENTARY SCHOOL CHILDREN

Date_____
School_____
District_____

Name_____ Birthdate_____ Grade_____ Age_____
Address_____ Parents_____ Telephone_____
Referred by _____

WHY DO YOU RECOMMEND THIS CHILD TO PARTICIPATE IN THIS PROGRAM?

EDUCATIONAL HISTORY:

Attended Kindergarten_____. Early admission to grade one_____.
Accelerated _____. Estimated present achievement levels: Reading_____ Arithmetic_____
Approx. average of report card grades for present term: Reading_____ Spelling_____
Social Studies_____ Language_____. Attendance _____ Attitude_____
Adjustments attempted by teacher to meet this child's needs._____

HEALTH AND MEDICAL HISTORY:

FAMILY AND HOME:

TEST DATA:

1. Latest achievement test results:

2. Latest group intelligence test results:

3. Individual intelligence test results:

INDIANA COUNTY PUBLIC SCHOOLS

Pupil_____

TEACHERS OBSERVATION:

I. INTELLECTUAL ABILITY:

A. General interest area: science, math, literature, etc.

B. Specific reading interests: sports, animals, mystery, nursing, romance, etc.

C. Aptitude at problem solving.

D. Analytic aptitude.

E. Reasoning ability.

II. LEADERSHIP ABILITIES:

A. Ability to work and play with others harmoniously.

B. Ability to assume and maintain responsibility

III. SOCIAL ACCEPTABILITY:

A. Ability to feel at ease and enjoy association with others.

B. Social Leadership.

IV. GENERAL STABILITY AND EMOTIONAL MATURITY:

V. PHYSICAL SKILLS:

VI. MECHANICAL SKILLS:

VII. ARTISTIC TALENTS:

A. Interest area: fine arts, music, writing, dramatics, dancing.

B. Area of present private instruction.

VIII. CLASSROOM ACTIVITIES:

A. Does this child show an active interest?

B. Does this child participate above and beyond what is expected of the average child?

IX. COMMUNITY ACTIVITIES:

INDIANA COUNTY PUBLIC SCHOOLS
Blair Bldg. - 7 N. 6th Street
Indiana, Pennsylvania

TO: Elementary Principals

FROM: Stephen W. Duffalo, Mildred E. Hart, and Alice H. Davis,
Committee for Study of Gifted Children,
Elementary Principals Association, Indiana County

It is suggested that a letter similar to the following be sent to all parents of children whom you and your teachers suggest take the qualifying tests for entrance into the Program for Gifted Elementary School Children. This letter should be on your school letterhead and should include a self-addressed, stamped envelope.

SUGGESTED FORM LETTER

Dear Mr. and Mrs._____:

The Elementary Principals of Indiana County, with the approval of the Supervising Principals Association and the County Office Staff, are planning to conduct a class for gifted boys and girls of fifth and sixth grades. This class will be conducted on Saturday mornings from 9 until 12 o'clock, in a centrally located school, beginning in early October and continuing for 15 weeks per semester.

We feel the prime function of education is to perpetuate a democratic way of life. Each child should have equal opportunity for developing his potential. We further feel the educational program should include fundamental learning and such specialized instruction that will challenge the abilities, interests and needs of each pupil. Since it is impossible to meet all these needs in a conventional classroom, other methods of instruction need to be investigated, studied and tried.

It is hardly feasible for districts to carry on programs for the gifted child since the number of such children is so few; the suggestion is made that a program be started on a county level, and thus group together the best talent of the entire county into one program that would be conducted on out-of-school time.

Approximately 75 children from all over Indiana County are being invited to take qualifying tests to determine their eligibility to participate in this program. On the basis of this battery of tests, the actual class personnel will be determined. Close to 30 students will be in the class.

It is our pleasure to inform you that your son/daughter,_____, was recommended by his/her teacher and elementary principal to take these qualifying tests. It is sincerely felt that this is a high honor that your child is receiving. However, although your child is being invited to take the tests, there can be no assurance given to you at this time that he/she will be one of those selected to actually participate in the program.

It is anticipated that the selected group will study specialized reading techniques, research practices, creative writing, and methods of oral expression and dramatization.

Parents (one or both) are requested to attend a meeting for parents at the same time the tests are being administered to the students. These tests will be administered Saturday, _____ ___, beginning at 9:00 A.M., in the school cafeteria of the Benjamin Franklin School. This school is located two miles west of Indiana on Route 422.

If you are interested in this opportunity and privilege for your child, and would like for him/her to take the qualifying tests which will be given at no charge, please complete and return the attached application blank no later than_____

Sincerely yours,

_____
Elementary Principal

To:_____
Elementary Principal

_____
Address

Please enroll my child for the Examination for Gifted Elementary School Pupils, to be given at the Benjamin Franklin School, Indiana, Pa., on_____.

I understand that acceptance in the program will depend upon results of this examination.

Student's Name_____

School_____ Grade_____, 1963-64

Parents signature: _____

_____

TEACHING STAFF

CORE TEACHER: Mrs. Agnes Altemus -

Educational Background: Bachelor of Science degree from Indiana State College in elementary education. She is at present working towards a masters degree at Indiana State College, also in the area of elementary education, with emphasis on language arts.

Professional Experience: Mrs. Altemus has taught in various elementary grades. At present, she is sixth grade teacher and building principal in the Brush Valley School of United Joint District, Indiana County.

Professional Affiliations: Memberships in National Education Association, Pennsylvania State Education Association, and United Teachers Organization.

Mrs. Altemus works directly with this program for four hours a week. Three of these hours are classwork with the boys and girls, while the fourth hour is for conferences and planning time.

RESEARCH TEACHER: Dr. Dorothy Snyder -

Educational Background: Bachelor of Science degree from Indiana State College; Master of Arts degree from Columbia University; Doctor of Education degree from Columbia University.

Professional Experience: Assistant to the Director of the Elementary Reading Clinic at Teachers College, Columbia University; assistant to the school psychologist in the elementary schools in Mt. Vernon, New York; instructor in psychology and a counselor in Geneseo State College, New York, and as a psychological examiner and counselor in the Child Guidance Clinic in the same school; reading consultant in the Cumberland County, Pennsylvania public schools. At present, Dr. Snyder is Professor of Psychology and Education and the Director of the Reading Clinic at Indiana State College.

Professional Affiliations: Memberships in American Psychological Association, Pennsylvania Psychological Association, American Personnel and Guidance Association, Indiana County Mental Health Association, National Education Association, Pennsylvania State Education Association, and International Reading Association.

Dr. Snyder works directly with this program for two hours a week, one of these hours is for classroom work with the boys and girls, while the other hour is for conferences and planning time.

ASSISTANT TEACHER: Mr. Sheldon Davis -

Educational Background: Bachelor of Science degree in elementary education from Indiana State College; Master of Education degree also in elementary education from University of Pittsburgh.

Professional Experience: Mr. Davis has taught in the fifth and sixth grades. At present, he is sixth grade teacher and assistant principal at Dwight D. Eisenhower School, Indiana Borough. He also is a cooperating teacher in the student teaching program of Indiana State College. He has conducted a number of seminars, workshops and in-service teacher training classes in Indiana County, as well as in surrounding areas.

By invitation, one of nine members of State Science Curriculum Committee, whose duties were to chart science curricula for grades kindergarten through twelve.

Professional Affiliations: Membership in National Education Association (Life Member), Pennsylvania State Education Association, and Indiana Borough Teachers Association (Past President and Secretary).

As assistant teacher, Mr. Davis has the following duties:

1. Help in planning
2. Assistant with any class activities
3. Act as substitute teacher.

The Qualifying Tests

The Qualifying Tests are given to approximately 4% of the number of pupils enrolled in the 6th grade. However, the pupils may be in either 5th or 6th grade. All pupils take these tests together in order to maintain a uniformity of testing conditions. They are administered by the Supervisor of Special Education, assisted by the Elementary Principals. The specific tests selected had not been used in any of the participating districts.

The test battery consists of the following standardized tests:

1. Achievement
2. Intelligence
3. Work-Study Skills

An individual psychological evaluation will be administered in as many situations as possible, and in all where it seems advisable, necessary or appropriate.

The following formula is suggested for finding the child's qualifying rank:

1. Find child's average achievement according to the standardized test.
2. Rank all children taking the test numerically according to this achievement.
3. Find child's IQ as indicated by standardized tests.
4. Rank all children numerically according to IQ.
5. FORMULA:

Qualifying Rank = two times achievement rank plus IQ Rank

OR:

"Q" Rank = 2 (Ach. Rank) + IQ Rank

Example:

Child	Ach. Level	Ach. Rank	IQ	IQ Rank	(Ach. Rank x 2)	+	(IQ Rank)	=	Total	=	"Q" Rank
A	7.1	3	120	5	6	+	5	=	11	=	4
B	5.8	5	125	4	10	+	4	=	14	=	5
C	6.3	4	138	2	8	+	2	=	10	=	3
D	8.9	1	140	1	2	+	1	=	3	=	1
E	7.4	2	126	3	4	+	3	=	7	=	2

A SUMMARY OF PROGRAM

1962-63

GENERAL:

1. The pupils were challenged with new and enriching methods to extend their abilities in areas of language arts and communication.

2. The parents were involved in the program. The responsibility of transportation was completely in their hands. They were also called together before the program began for the following purposes:

    a. To acquaint them with the purposes of the program.

    b. To help establish attitudes that would be both helpful and wholesome in regard to their child, the program and the child's peers.

    c. To answer any questions they may have.

    Parents were called together periodically as the program progressed. Usually these get-togethers were in the form of coffee hours while the pupils were in class. The purposes of such meetings were:

    a. To review the purposes of the class.

    b. To determine parental reaction.

    c. To receive suggestions.

    Individual parent conferences were held upon the request of either the teaching team, the directors, or the parents. These were conducted as a need was seen.

3. The community resources were also called upon. Various persons from the community were brought into the class to broaden the scope and depth of the program. Examples:

    a. A representative from the local newspaper who discussed and illustrated the various phases of reporting and printing a newspaper.

    b. A local dental hygienist whose hobby is puppetry. She discussed and demonstrated various types of puppets and marionnettes, as well as showing how to make them.

c. A local member of the Little Theater Guild, who also is a parent of one of the children in the class. He discussed plays, directed the children in a melodrama, and answered innumerable questions the children had regarding plays and play production.

d. The production director of the local radio station, who is also an amateur radio operator. He discussed professional and amateur radio communications.

A SUMMARY OF PROGRAMS

1962-63

SPECIFIC:

1. Projects - Reporting
   a. committee or group
   b. individual interest exploration

2. Standards for Discussion - How Committees Perform

3. Construction of Good Paragraphs

4. Study of newspapers (topic sent. good para.)
   a. resource - Mr. Frank Hood

5. Editorials - Purpose - Wrote Editorials

6. Lesson in Library Science at Keith Library
   Where and How to locate information

7. Facts vs. Opinions - Generalizations - Stereotypes

8. Propaganda - Types - Pitfalls

9. Proof-reading

10. Choral Reading

11. Interpretative Reading

12. Outlining

13. Listening Skills

14. Creative Writing - Halloween, Thanksgiving, Christmas Stories and poems

15. Role Playing - Homework

16. Semantics - Etymology or word origins
    Word Derivations
    Denotations and Connotations of Words

17. Dictionary Skills

18. Puppetry - (Mrs. Nystrom - resource)

19. Audience-type reading-tape recorded

20. Oral story telling

A SUMMARY OF PROGRAMS (continued)

1962-63

21. Self Evaluation -- Peer Evaluation

22. Spelling Bee

23. Arithmetic - Mr. Smith

24. Dramatization

25. Toward more picturesque speech - metaphores, etc.

26. Mood Writing: listening to recorded mood music, then interpretive writing, making "ink blots" followed by interpretive writing.

27. Radio Communications: Professional and amateur.

PUPIL ADJUSTMENTS TO THE GIFTED PROGRAM.

Concern was felt toward the regular class pupil adjustment to the Gifted Program and to the pupils participating. Also of concern were the social and emotional adjustments of the boys and girls participating. Frequently, statements are made that gifted children do not get along well with others. Interests and abilities are different, but incompatibility does not always result. An attempt was made to evaluate acceptance, emotional stability and social maturity. Results of these evaluations were gratifying.

Approaches to evaluating these areas of adjustment, as well as the results, follow:

1. Use of Sociograms - The regular class teachers were asked to administer class sociograms at the beginning of the school year. Each pupil in the class was asked to name in order the three classmates with whom he preferred working, and with whom he preferred playing. Tabulations indicated the following:

    a. Work areas -

        (1). With only three exceptions, gifted class participants received over-all class ranking of either 1st, 2nd, or 3rd place.

        (2). Sex lines were rather closely followed, with girls selecting girls and boys selecting boys.

    b. Play areas -

        (1). There were 10 gifted class participants who ranked lower than third place in the over-all class surveys.

        (2). Sex lines were again closely followed.

Just prior to the close of school, classroom teachers again administered sociograms to their groups. In comparing results, the following conclusions could be reached:

a. The spread of pupils named by classmates in the Spring was a little wider, but the ranking in both work and play areas was essentially the same.

b. Cliques appeared to be more firmly established.

c. Gifted children ranking low in the regular class profiles were not particularly popular with the Gifted Class members. Ranking appeared to be based on personality rather than on degree of giftedness or Gifted Class membership.

d. Regular class pupils preferred working with the Gifted rather than playing with them.

e. There was more of a desire to play with the gifted at the end of the term than at the beginning, although the difference was slight.

f. At the end of the term, the boys were still chiefly selecting boys, but a number of girls were selecting boys as the person with whom they preferred both working and playing.

2. A projective-type personality test was given to pupils in the Gifted Class.

This brief screening test, the H-T-P, indicated:

a. The gifted pupils appeared to have no more and no fewer problems than average pupils.

b. The range of problems appeared to be comparatively wide. Some children appeared to be quite sensitive, some quite aggressive.

c. The gifted appeared to be better able to identify their own problems.

d. The gifted appeared to be more willing to try new approaches to all types of problems, including social and emotional, as well as the academic.

3. Observation of adjustments - Every effort was made to observe objectively the gifted pupils both in regular class and Gifted Class environments. At the conclusion of the final semester, it was the concensus of thinking that along with academic achievement, growth in work habits, the development of various skills was definitely to be noted. With the fulfillment of the aims and objectives of the class, more adequate adjustment could be seen in these areas of personal relationships:

a. A deeper respect for individualities, differences, interests, and attitudes was definitely noted.

b. More tolerance, kindliness and self-discipline was expressed.

THE CONTINUITY OF THE PROGRAMS FOR GIFTED CHILDREN IN THE INDIANA COUNTY SCHOOLS

As has previously been stated, individual school administrative units in Indiana County are conducting programs for gifted children. It is our belief that such a program should begin as soon as the pupil has been identified. In grades one through four, it should be a program of informality with much enrichment and resource material available. A differentiated program should begin in Grade 5, with resource material covering even wider ranges of abilities and interests. Local administrative units are encouraged to sponsor these programs for talented and gifted children. The Special Education Staff is most willing and anxious to help to develop such programs upon invitation, acting in an advisory capacity, doing any testing, or assistaing in any way possible.

County operated programs at present include:

a. Elementary program for 5th and 6th Grade pupils. Area of study - language arts with emphasis on creative expression.

b. Junior High program for Grades 7 and 8. Area of study - Humanities.

c. Senior High program for Grades 10, 11 and 12. Area of study - Science and Mathematics.

The following programs are also available to Indiana County Elementary School pupils:

1. A program for musically talented children. Conducted by Indiana State College at the college on Saturday mornings.

2. A program for artistically talented children. Conducted by the Indiana State College at the college on Saturday mornings.

3. A program of supervised physical education, stressing physical fitness. Conducted by Indiana Borough Recreation Department in the Indiana Schools on Saturday mornings.

4. Buhl Planetarium and Institute of Popular Science. A summer program conducted at Buhl Planetarium in astronomy, astronautics, and other related science courses are designed to supplement classroom work and bring the student to a greater awareness of the world in which he lives.

EVALUATION

At this time, all persons concerned are highly enthusiastic about all phases of the program as it has developed. There had been some concern about placing fifth grade pupils with sixth graders in such a program. These fears were unwarranted. The younger pupils were able to more than hold their own. The directors are considering several changes for next year, however. At present, there is a student assistant. It is felt an assistant teacher might be more helpful. The assistant teacher would help with planning with details, and could act as a substitute when the regular teacher could not be present.

Another year, it is planned to place more emphasis in advising parents to analyze carefully their own child's schedule and be cautious not to overload the child. This is intended as an enrichment program. Many parents are already providing such enrichment themselves in the way of music, art, dancing, etc. This program should not be a burden to any child because of an already heavy schedule.

In conclusion, it might be said that the staff is looking forward to expanding the program. Many individuals, including parents of children both in and out of the program have expressed a desire for similar opportunities for more children. It is well known that a number of other children in the area being serviced have the ability to profit by such instruction.

Exploration of other areas of instruction is also taking place for future class planning.

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